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AUTHOR Branch, Helen M.; And Others
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ABSTRACT

The Arts and Humanities Center, located in the Memorial Arts Center in Atlanta, Georgia, must develop its specific objectives consistent with, but not overlapping, the philosophy and function of the total center. The staff of each of the units involved in work with children plan together; have frequent communication regarding plans, policies, and programs; and cooperate in many ways to provide services to a broad cross section of the children of the Atlanta community. There has been no evaluation component built into the program, but the teacher-coordinator requested this evaluation to assist her in planning the program in the future. Contained in this report is information on the background, objectives, management and control, process, cost analysis, and projections for the Center. Also included are letters of support for the Arts and Humanities Center from a variety of users. (RC)

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RESEARCH AND EVALUATION REPORT

VOL. IX, NO. 7 JANUARY, 1976

EVALUATION OF THE ARTS AND HUMANITIES CENTER

1974-75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Atlanta Public Schools

Atlanta, Georgia

TM005 923

RESEARCH AND EVALUATION REPORT

Vol. IX, No. 7 January, 1976

EVALUATION OF THE ARTS AND HUMANITIES CENTER

1974-75

Prepared by

Dr. Helen M. Branch
Research Assistant

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Evaluation

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303

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I. INTRODUCTION

Background

The Arts and Humanities Center began as more than just a concept in January of 1969 when the Atlanta Public Schools paid construction costs of approximately $20,000 for the multipurpose facility, office space, and storage space now in use. At that time, the present Atlanta Memorial Arts Center was being built in memory of the more than one hundred Atlanta art patrons who had died in a plane crash in Paris, France several years previously.

After construction, some furnishings such as desks, chairs, and tables were provided by funds from Title I and Title III of the Elementary and Secondary Education Act (ESEA). The details of work spaces, wall finish, and sinks and cabinets were installed by Board of Education employees. With a staff of a coordinator and a teacher's aide along with two teachers provided by another department, many volunteers from the community, and much service and cooperation from the Atlanta Arts Alliance, the Arts and Humanities Center has provided a variety of services and experiences in the arts for over 30,000 children, young people, and adults in each year. The services range from distribution of theater seats to full-quarter courses with highly individualized instruction.

There has been no evaluation component built into the program, but the teacher-coordinator, Mrs. Lucia Dubro, requested this evaluation to assist her in planning the program for the Center in the future.

Objectives

The Memorial Arts Center, provides one of the principal public means for contact of the Atlanta citizenry with the fine arts. Each resident organization of the Memorial Arts Center includes a framework for implementing its specific offerings designed for the benefit of children. The Atlanta Public Schools' Arts and Humanities Center, having broad goals of a nature similar to those of the member organizations, must develop its specific objectives consistent with but not overlapping the philosophy and function of the total Center. The staff of each of the units involved in work with children plan together, have frequent communication regarding plans, policies, and programs; and cooperate in many ways to provide services to a broad cross section of the children of the Atlanta community.

The specific objectives guiding the work of the Arts and Humanities Center for the 1974-75 school year were:

1. The resources will be used to enrich the school curriculum of K-12 students by providing experiences not practical to provide in the individual schools and classrooms.

2. The Arts and Humanities Center will serve as a coordinating agent between the activities, performances, and exhibitions that take place in the Memorial Arts Center; implement programs developed by the High Museum Children's Department of Education, the Atlanta Children's Theatre, Vagabond Marionettes, and the Alliance Theatre. (The Atlanta Symphony's plan for student attendance predates the advent of the Memorial Arts Center, and this plan has continued to operate through the coordinator of music. The Arts and Humanities Center contribution is the mailing of brochures and information.) At the end of each year's program, the Center, through the various programs, will have involved in activities approximately 30,000 students of Atlanta Public Schools.

3. The staff of the Arts and Humanities Center will inform students, counselors, teachers, principals, parents, and community agencies of programs, performances, exhibits, workshops, and activities of specific interest to them.

4. ART SCENE, 4th Quarter, will afford an opportunity for approximately 150 high school students seeking growth in concentrated subjects of the visual arts. The High Museum of Art will be co-sponsor.

5. The needed space, office assistance, and other resources will be provided for the teachers and students enrolled in THE EXPLORATION QUARTER.

6. The Arts and Humanities Center staff will cooperate with the Art Coordinator and Art Resource Teachers to arrange and provide in-service seminars, workshops, and guest artists during the day, after school, at night, and on week-ends for students, teachers, resource teachers, coordinators, parents, and Memorial Arts Center personnel.

II. MANAGEMENT AND CONTROL

The relation of the Arts and Humanities Center to the administrative structure of Atlanta Public Schools is unlike that of a school. It is not closely attached to an area office, but instead is an element of the Program Development Department of the Instruction, Planning, and Development Division. In this department, are the coordinators of subject matter areas like math, science, social studies, art, music, and others, along with the coordinators of age group concerns such as early childhood, and also the other adjunct operations, such as the science classroom at the city zoo. The art coordinator works closely with the coordinator of the Arts and Humanities Center in implementing some aspects of the Center program.

Associated with the Arts and Humanities Center are two teachers assigned to the Program for the Gifted (the coordinator for this program is also in the Program Development Department) who are principally involved with Exploration Quarter, but who also participate in a large number of the other activities of the Arts and Humanities Center.

The relation between the Memorial Arts Center and the staff of the Arts and Humanities Center is that of landlord and tenant, except that the tenant's rent was considered paid at the time of the contribution to construction; and the tenant works closely with the landlord in implementing projects of each other. The Arts and Humanities Center receives the maintenance and security services provided for the whole building of the Atlanta Memorial Arts Center, and the utilities are furnished by the landlord at no charge.

III. PROCESS

The Arts and Humanities Center is located in the Atlanta Memorial Arts Center building adjacent to the Children's Department of Education of the High Museum. The space consists of one large area filled with tables, chairs, display cases, display panels, and various art media work centers. This space is roughly 40x55 feet in size. Adjoining the main space are a small office containing two desks, two storage rooms, and an alcove housing coat hooks, soft drink machine, and coffee pot. The facility may be divided into two studio or class areas by a sliding room divider. Each area contains a sink with counter space.

From this Center, the coordinator, two teachers, and an aide implement the program objectives with a variety of activities; some are joint efforts with High Museum, or other members of the Atlanta Arts Alliance, some utilize community volunteers, some apply the talents of resource persons, and some are a segment of the regular School System curriculum. Each of the activities is described below.

1. Exploration Quarter — This regular offering of the Atlanta schools' curriculum allows students to concentrate for a full quarter in one particular area of interest such as theater, music, art, law, creative writing, archeology, environmental studies, dance, tutoring, computer technology, or medicine.

   The two teachers provided by the Department of Programs for the Gifted, implement a completely individualized program of study and activities for each of the high school students in the Exploration Quarter program, numbering 138 over four quarters of the 1974-75 school year.

   Students are referred to the Center by their school principal, counselor, or teachers and may receive up to 15 quarter hours of credit for the work. The program employs the "school without walls" ideas utilizing the entire community as a laboratory for learning.

2. Discovery — A Program in the Arts for Fourth Graders. — This program emphasizes development of the child's perception of the elements of design in his environment. Dance, music, and theater games augment studio projects and tours of the permanent collection THE CITY and other exhibitions. Photography, creative writing, sessions with musicians, and work with dancers are activities of pupils. All expenses, including buses, are paid for by the High Museum.

   Teachers join with the school classes in developmental games and experiences. Museum volunteers visit the selected classes between the six weekly sessions. Teachers apply to the Arts and Humanities Center for possible selection for this program.

3. An Experience in Puppetry for Grade 5 — A two-part program, each two-hour session features performance of puppets as well as a workshop in which children build their own puppets. The Vagabond Marionettes, another resident of the Atlanta Memorial Arts Center, provides the training for volunteers who actually conduct the sessions with children. A class goes one time and reservations are made by the teacher.

4. Sixth Grade "Elementary Art to the Schools" — A project of the Department of Children's Education of the High Museum, it includes a tour through THE CITY exhibition as well as other galleries. Before the class attends, a museum representative will visit each class to prepare pupils for the experience which allows exploration of the visual elements of urban landscape. Following the tour, a second visit to the museum provides actual experiences in use of materials for creative activities. Arrangements for the visits are made through the Arts and Humanities Center, with an effort made to provide the experience for as many different sixth grade groups as possible.

5. Student Tours — Through the Arts and Humanities Center, arrangements are made for school group tours of the High Museum of Art. Each group (limit 60 per school) is accompanied by several trained museum representatives who have visited the school before the trip to prepare the students for a learning experience. Tours are arranged for both high school and elementary school groups.

6. Special Education Groups — Beginning in October of 1974, a program was implemented to provide experiences designed to fit the particular characteristics of mentally retarded children. Volunteers are trained for the special needs of the exceptional children. Future plans for the Children's Department of the High Museum of Art include expanding the program to include blind, deaf, and other physically handicapped children.

7. Art Scene — A summer program for students in grades 7 through 12 offers five quarter hours credit for each course completed in such areas as jewelry making, ceramics, textiles, painting, and elements of design. This is an unusual opportunity for high school students to receive an in-depth experience in concentrated subjects of the visual arts.

8. Admissions for Children's Performances — Arrangements are made through the Center for admission to performances of Atlanta Children's Theater, Vagabond Marionettes, and other activities of

the various members of the Atlanta Arts Alliance housed in the Memorial Arts Center. These groups make numerous free tickets available to Atlanta students each year. The service provided by Arts and Humanities Center also encourages attendance by those who can pay.

Numbers of children and adults are served by the various activities of the center. Table 1 indicates the approximate numbers of children and adult participants as well as the grade levels of the groups.

TABLE 1

NUMBERS OF PARTICIPANTS IN ACTIVITIES
OF ARTS AND HUMANITIES CENTER 1974-75

Activity	No. of Schools	Grade Level	No. of Students	No. of Teachers and Other Adults
Atlanta Children's Theater	58	K-8	23,836	800
Puppet Workshop	14	5	420	20
Discovery (6 visits per class, Dept. of Children's Ed., High Museum of Art)	9	4	270	10
Elementary Art to Sch., (2 visits per class, High Museum of Art)	11	6	616	25
Student Tours (High Museum of Art)	25	K-8	2,257	75
Special Education Tours (EMR, High Museum of Art)	8	K-8	174	16
High School Tours (High Museum of Art)	6	9-12	295	6
Vagabond Marionettes (Free Performances)	4	1,2,3	300	10
Children's Spring Festival	no record kept	K-7	600	unknown
Art Scene	26 APS 12 *Other	7-12	165	6
Exploration Quarter	6	10-12	125	2
Totals	179		29,058	970

*Other — Students attending these schools reside within city limits and pay city tax.

The Arts and Humanities Center staff hosts and provides for many other groups, a number of which were meetings or conferences at night and on week-ends. Representative of such groups are:

1. Open House-Art Scene (approximately 300 guests)
2. Council of Educational Facility Planners, International
3. GAEA (art educators) 5th District Meeting
4. Southeast Conference of Museums Workshop
5. Atlanta Area Teachers of English Club
6. Dept. of Children's Education of High Museum of Art
   Advisory Board Meetings
   Training Sessions for Volunteers
7. Training Sessions and Meetings for Teachers of Gifted
8. Two day Workshop for Teachers of Gifted
9. Hunt Mfg. Co. Workshop for Art Teachers
10. M-CESA Workshop for Art Teachers
11. American Association of University Women
12. African Seminar Group
13. St. Luke's Street Academy Art Class for one Quarter
14. Nigerian Craftsmen Workshop for Art Teachers
15. Art Resource Teachers and Coordinator of Art
16. Collection and Distribution Center for student work, for various city-wide exhibitions
17. Elementary Curriculum Development Workshop
18. DICEP Workshop with High Museum Staff
19. MAP Seminar
20. Learning Resources In-Service Class
21. Weekly Jewelry Classes at night for teachers, students, and parents
22. State Art Curriculum Committee.

IV. COST ANALYSIS

Accurate analysis of the true cost of the Arts and Humanities Center is impossible to determine, considering the nature of its joint operation with other fiscal units in the school system and the Atlanta Memorial Arts Center. The following approximate figures are used to suggest the cost to Atlanta Public Schools for operation of the program.

Personnel salaries (for 12 months of operation) 3 teachers and 1 aide	$47,204.92
Supplies and materials from Atlanta Public Schools	2,000.00
	$59,204.92

Materials and supplies are furnished, also, by Atlanta Junior League Volunteers who conduct the puppet workshops and by the High Museum Childrens' Department.

No specific figures can be used to represent the value to Atlanta Public Schools of the contact with the arts provided by the existence of the Arts and Humanities Center. Rental of the space would have cost, over the past seven years, as much as the amount paid for construction. Additional costs

would have accrued from the long hours and year-round use of utilities, security, and custodial care which are provided by the Memorial Arts Center. Furthermore, the Arts and Humanities Center provides through some programs individualized instruction for students from several schools, and some of these are eligible for programs for the gifted. The schools and the gifted program would probably have required more expensive procedures to provide the same experiences for children and young people if the Arts and Humanities Center were not available to provide them.

The museum provides volunteers, an additional teacher during summer quarter, and other personnel to make more effective the work of the personnel paid by Board of Education funds. These facts underscore the joint aspect of the operation of the Arts and Humanities Center regarding fiscal as well as material and philosophical considerations. They, further, show that the salary and nonsalary items shown in school system accounting records represent only a portion of the goods and services delivered by the Arts and Humanities Center.

V. PROJECTIONS

Included in future plans of the Arts and Humanities Center are new projects of the High Museum of Art in which the same spirit of joint activity will exist. One such project consists of a series of discovery experiences for elementary school age children conducted by professional instructors and trained high school assistants. These groups would participate in experiences leading to student-designed projects in a newly designed play environment in Piedmont Park. The intent is to emphasize the interdependence of aesthetic and ecological concerns in an urban environment.

In this project, the high school interns will be paid for their work during the summer series of activities. It is hoped that the project would extend from Piedmont Park to other parks in the Atlanta community.

An element of the project is a course for 25 teachers to sensitize them to the elements of art in the urban environment. The museum, including galleries, THE CITY exhibition, and workshop areas, would be utilized along with activities in the areas of the city where teachers work and live throughout the year.

In addition to the project, the staff of the Center have projected a determination to analyze the degree of participation by each school and, by recruitment efforts, encourage those with sparse attendance to increase their degree of participation.

Another item among projections made by the Center staff is a follow-up survey of a sample of each year's attendees to determine what related activities have taken place in the school location, and what changes have taken place in levels of knowledge and in behavior and attitudes of pupils.

VI. CONCLUSIONS

The staff of the Arts and Humanities Center has kept a record of the letters and other communications received in support of the program. A review of these documents gives the reader some ideas about the value of the center to many individual pupils as recorded through the words of teachers and grateful parents reporting dramatic changes in attitudes toward school and improvement in school achievement, and through words and pictures of children who have experienced fruitful learning. (See Appendix for sample letters.)

Furthermore, these documents offer some explanation for the fact that 54 of the students enrolled in ART SCENE in the summer of 1974 returned the following summer (35%), and 14 of the students in ART SCENE, 1974 continued their activities by means of participation in Exploration Quarter in 1975.

Clearly, the figures of numbers of pupils and adults brought into contact with and participation in the Arts by the Center is significant. These figures alone indicate an average cost of two dollars per person from the funds of Atlanta Public Schools for the contact. This amount is roughly the price of one admission ticket — which would not have been available free of cost without the coordinating activities of the Center. No additional funds are spent by the School System for the instruction, the materials, or the notification of events which are provided. Transportation is provided for some programs. The resulting enrichment of lives can have no estimated cost. The price seems a bargain for the highly individualized instruction provided for 560 students involved in DISCOVERY, ART SCENE, AND EXPLORATION QUARTER. All schools did not have students participating. The staff makes an effort to rotate attendance among those who apply, but since participation is voluntary, there are some schools never heard from. All schools receive notice of programs.

Although few formal measurements have been used to assess attainment of the program objectives, a review of the objectives results in the conclusion that they have been reached.

The chief recommendation resulting from this evaluation study is that the Arts and Humanities Center at the Atlanta Memorial Arts Center deserves continued support from the School System, possibly even expansion of support to allow contact with a greater portion of the school population. As is the case in most human endeavors, it is the character and commitment of the particular persons in this program which contribute greatest to the success of the activities. When time comes for personnel replacement, this fact must bear heavy weight in the decisions made.

APPENDIX

Letters of Support for Arts and Humanities Center

APPENDIX

From: A Professor, Emory University

I am writing to you to express a word of gratitude for something that the Atlanta Public Schools have contributed to my own daughter, Margaret Ann, over the past two years. The public schools come in for a lot of hostility these days; and I thought you might like to know that some of us see superlative things being done in the Atlanta system, and that I can give at least one witness to that fact.

This is our third year in the city. We came here from Raleigh, North Carolina. Our daughter entered the tenth grade at Grady High School in September of 1972. Before that school year was over, she had found out that there was a special Exploration Quarter that would permit her to do some environmental education. This was followed by another quarter of work on the city as environment. Then in connection with a special study in her English literature class in the eleventh grade, she was permitted to do a study of the complete works of Kurt Vonnegut and to write a paper on the subject which came across not only with an A+ from her teacher but which got my own admiration as a college professor. I could wish that more of my students wrote papers which were that creative!

This past summer, in addition, she participated in the "Art Scene" Program that the public schools sponsored over at the Memorial Art Center under the leadership of Ms. Lucia Dubro, Mr. Gus Peterson, and Ms. Sue Williams. This proved to be a tremendous motivation for Margaret Ann in the direction of developing her interest in art. I attended the final exhibition of all the students' work of the summer, and I must say that this was an impressive achievement for any group of high school students with whom I have any acquaintance anywhere. In fact, having her in the company of other highly motivated students made this a challenge to her and made it impossible for her to be complacent about her own achievements. I think she is a talented girl, but she is one of those talented persons who very much needs to be reminded that she is not the only such in her generation! That, by the way, is one of the reasons why we have always wanted our children to be in public schools, not only to be with other "talented" people but also to be able to respect all sorts and conditions of people, whose talents are very real even when they may not be highly intellectual. I guess we are more concerned that our children be part of a democratic society than that they become part of an elite.

The practical upshot of this is that through another innovative feature of your system, early college enrollment, Margaret Ann has now been permitted to skip the twelfth grade and directly to enter Emory University, where she is now a freshman. The flexibility of the system last year also permitted her to take her first college course, a course in Russian, over here. One of the things that this total process did was to save her for commitment to education and to the public school. As it happens, she has an older brother who quit public school in the tenth grade because he decided the public school had nothing to give to him. I think this was quite an error on his part, and a presumption to boot. But it took a very flexible and individual, adjusted set of curriculum planners to meet the highly individual demands that a student like Margaret Ann puts upon an educational system. What really deserves a high grade in all this is not Margaret Ann individually but the system that permitted her to do these things. As the head of that system now, you deserve to be congratulated! And also, the various people in it who made all of this possible.

I can tell you that two parents, at least, are very grateful.

From: A Student

Thank you for letting us see Johnny Moonbeam free. I liked it very much, especially the fire god. The fireballs were groovy. The lighting was perfectly wonderful, so were the costumes. The music was real cool. I also liked the rain god. My name is Michael Patrick. I am ten years old. I liked the teepee and those gigantic rocks. Were they real? I really thought Johnny was in for it when he gave away the fire, rain, and corn.

I had been to the theater before and was satisfied again. Also, the seats were very, very comfortable.

From: A Teacher and A Principal

The puppet workshop was such a wonderful success with our children here at F. A. Toomer Elementary School. We want the people responsible to know how much we appreciate their efforts.

Our children were so interested and responsive to the four groups who came with Mr. Vince Anthony and Mrs. Gann that the eight little plays developed in the workshops were presented to the entire student body at an assembly. The boys and girls who participated in the workshop have also been called upon to help instruct other children in similar activities in their own classrooms.

The experience was a good one and one which we believe will carry over into many other learning areas. Thank you so much for allowing us to participate.

From: A Parent

I wish to offer words of praise for the fine work being done in the art program offered by the Atlanta Board of Education in the Arts and Humanities Center at the Memorial Arts Center.

The staff members in this department are dedicated to their work and are sincerely interested in the art education of their students. This affords students the opportunity to pursue a study they like and may be talented in beyond the regular classroom. Thank you.

From: A Teacher

From all indications, our pupils thoroughly enjoyed the performance of Pinocchio at the Walter Hill Auditorium on January 18. The kindergarten and first grade teachers will write Mr. Souvenier and Mrs. Sears their observations and follow-up activities of the play.

Many thanks for your kind consideration in allocating 100 tickets for our pupils. The varied experiences that they are exposed to certainly enhance and enrich their classroom activities.

If such an opportunity is available again, please keep us in mind.

From: A Parent

I would like to thank the parties concerned for the "Exploration Quarter" that my son completed some months back. He participated in the theatre section of the program and it did more for him than any other one item this past school year.

Speaking as a parent of five, I know that it is difficult at times to keep a student or child interested in school. In the past two school years, there has been a problem in attempting to hold Kevin's interest in school and any school subject. Prior to these past two years, Kevin enjoyed A and B averages in all subjects. He, in fact, received several awards for these grades.

Last year and the first quarter of this year Kevin had some problems in maintaining even a C average. He failed a few subjects and despite all of our attempts we could not seem to create an interest in school or any of the subjects. His attendance was not what it should have been and there were some problems in communicating with him.

His interest in theatre did something to trigger the desire to excel or learn once again. Having failed English, it was somewhat of a surprise to us to have been able to read and see performed a play that he wrote. Even though it was his first attempt at such, he soon realized the importance of English as well as the other subjects he had neglected. I am happy to say that the last quarter produced all A's and B's on Kevin's report card. His interest in school seemed to be heightened and he is looking forward to his senior year not only for the usual events that take place but for the pleasure of learning.

Again, I want to thank you for your efforts in assisting Kevin in having interest in school once again. In speaking with various people, I understand that the program offers varied subjects and can only say that if they "turn on" students the way Kevin was turned on, it has to be one of the more worthwhile endeavors of the Atlanta Public School System.

While I am passing out roses, I wish to also commend the Summer Art Scene which takes place at the Memorial Arts Center each summer. We have three daughters taking advantage of the lessons available, with a fourth anxiously awaiting her turn. These girls thought they had no talent for creative projects; however, after entering these classes each has produced very attractive wall hangings, jewelry, and paintings which have been shown in various art displays and more importantly gave insecure teenagers a sense of self-confidence.

Please keep up the attempts at such innovative programs and I am sure that Atlanta will rank at the top of the list of Public School Systems.

M. CARL De BELL
EXECUTIVE DIRECTOR

THE CEREBRAL PALSY CENTER OF ATLANTA, INC.

TELEPHONE 404 - 377-5836 • 1815 PONCE DE LEON AVENUE, N. E. • ATLANTA, GEORGIA 30307

February 2, 1970

Mrs. Lucia DuBro
Atlanta City School
Atlanta Memorial Arts Center
1280 Peachtree Street, N. E.
Atlanta, Georgia

Dear Mrs. DuBro:

Thank you so very much for making it possible for our children to attend the performance of "Beauty and the Beast." They loved every minute of the play, and were delighted with the scenery, costumes, and especially the fire-breathing gargoyle! It was a delightful treat for them, and we do appreciate your efforts in our behalf.

Yours truly,

M. Carl De Bell

M. Carl De Bell
Executive Director

MCD/m

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COUNCIL of EDUCATIONAL FACILITY PLANNERS, international

October 30, 1974

Mrs. Lucia Dubro
Atlanta Memorial Arts Center
1280 Peachtree Street, N. E.
Atlanta, Georgia 30309

Dear Mrs. Dubro:

The CEFP Annual International Conference in Atlanta was a great success and I want to thank you for your contributions of time, thought and enthusiasm.

We are very appreciate of your efforts in obtaining and coordinating the use of the Atlanta Memorial Arts Center for the President's Reception.

The facility and the exhibits are splendid. They certainly enhanced the occasion.

Sincerely,

DWAYNE E. GARDNER
Executive Director

Atlanta
Memorial
Arts
Center

Atlanta Arts Alliance, Inc. • 1280 Peachtree Street, N.E. • Atlanta, Georgia 30309 • (404) 892-3600

April 14, 1975

Mrs. Lucia Dubro
Atlanta Board of Education
Arts and Humanities Center
1280 Peachtree Street, N. E.
Atlanta, Georgia 30309

Dear Lucia:

Now that the Children's Festival is a happy and exciting memory, I hasten to express both personally and on behalf of the Alliance my keen appreciation for the important role you and your group played in the festivities of that day.

When I was here with my nine year old grandson, I was really inspired by the happenings and I know all of you must have a warm feeling in your heart for giving the thousands of children so much pleasure.

Sincerely,

Charlie

Charles F. Yates
President

CRY:me

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
STATE OFFICE BUILDING
ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

H. TITUS SINGLETARY, JR.
Associate State Superintendent

May 1, 1975

Mrs. Lucia Dubro, Coordinator
Arts and Humanities
Memorial Arts Center
1280 Peachtree Street, NE
Atlanta, Georgia 30309

Dear Lucia:

The State Art Committee thoroughly enjoyed the day meeting in the Art and Humanities Lab. The environment must have influenced the working conditions of the committee for the day went well.

Thank you for your assistance in arranging for our meetings at the Museum. If I can do you a favor sometimes, please know I would respond.

Best wishes.

Sincerely,

Ruth Gassett/la
Ruth Gassett
Art Education Consultant

RG:la